

CHAPTER I

INTRODUCTION

This chapter discusses about the background of the research, the research questions and purposes, significances and also the previous studies regarding the Implicit Grammar Teaching.

A. BACKGROUND

One of the most important things in acquiring foreign language is grammar. From Nelson 2001, Grammar is the central component of language. It functions as aids for learning (Saaristo, 2015). Hence, learning grammar helps to acquire foreign language.

There are many aspects in English grammar, such as modalities, articles, verbs, nouns, including the tenses. English tenses help learners to construct a complete phrase or a sentence. In Indonesia education, English tenses act as an important role in English teaching and learning process. As a prove, there is always at least two English tenses in the high school curriculum. For example, grade 11 Senior high school students learn about Simple past tense and Present perfect tense in one academic year (Silabus Pelajaran Menengah, Madrasah, Bahasa Inggris, 2016). It means tenses is such a huge deal for English teaching and learning process in Indonesian context.

Learning tenses means learning language through rules. It means, theoretical approach is being used to teach English to students. In learning language, a balance

between the practical and theoretical is needed. Unfortunately, from researcher's limited observation during teaching practicum, teachers think the theoretical aspect is sufficient to bring the students to pass the test. Teachers assume that theoretical understanding is enough for the students to master English language.

In fact, students do not fully understand by the way their teacher teaches them. In February, the researcher conducted an online questionnaire and at least 50 high school students grade 10, 11, and 12 from various schools filled the form regarding the Simple Past Tense. The result showed that 74% of the respondents agreed the Simple Past Tense looked easy before they started learning it while the 26% agreed the Simple Past Tense looked confusing already. But after they actually learned the material, 80% of the respondents said the Simple Past Tense is not as easy as they thought while the 20% said the Simple Past Tense is as expected and there was no major problem learning it. 26 out of 50 respondents said the formulas make it uneasy to remember.

It means, the rule-based learning—the most used method to teach English in Indonesian context is not effective. Students need to feel less challenged during the learning process. Students need to enjoy the learning process (Beer, 2015)

In conclusion, this research will discuss about learning simple past tense implicitly, which is not using formulas. Instead, students will learn simple past tense through its real-life uses and examples and this research aims that the students will be able to use simple past tense in real life application.

There are several past studies regarding the implicit teaching of teaching grammar to improve their writing skill. One of them is Mart (2018) on the study under the title '*Teaching Grammar in Context: Why and How*'. The study aimed to investigate students' ability of learning grammar by context, and the result showed that students comprehend better when grammars are taught by context, because the students feel more related to the materials given.

Nazari's (2013) research, the Effect of Implicit and Explicit Grammar Instruction on Learners' Achievements in Receptive and Productive modes aimed to investigate the effects of explicit and implicit language instruction on students' ability to learn grammar and to appropriately use it in their writing. The result showed the explicit teaching strategy has a better effect on improving the EFL learners' L2 grammar; and

Scott's (2015) research, Explicit and Implicit Grammar Teaching Strategies: New Empirical Data. This research compares the approach of teaching French language grammar using explicit approach and implicit approach. The result showed that implicit grammar teaching could be used to teach French grammar but it was not the most efficient one. Instead, Scott suggested that explicit grammar teaching is better used for teaching French grammar.

From all three studies, the researcher tries to analyze only the implicit approach of teaching English grammar, especially the subject of simple past tense in Indonesian context. Therefore, the research is proposed as **Engaging EFL Students in Learning**

Simple Past Tense Through Implicit Grammar Teaching: A Narrative Inquiry Study in Senior High School.

B. RESEARCH QUESTIONS

From the background explained, the interests of this study are as follows:

- a. How is the teaching English grammar using Implicit Grammar Teaching implemented?
- b. What are the students' responses to Implicit Grammar Teaching during the Implementation?
- c. How is the students' understanding of Simple Past Tense using Implicit Grammar Teaching as indicated on their Instagram assignment?

C. RESEARCH PURPOSES

From the Research Questions stated above, the aims of this study are

- a. To uncover how the classroom activities are going using the Implicit Grammar Teaching
- b. To find out students' response during learning through implicit grammar teaching.
- c. To find out students' comprehension to simple past tense using the implicit grammar teaching.

D. SIGNIFICANCES OF THE STUDY

This research gives two significances. Practically, it is useful for the teachers to be more creative in presenting the materials to the students, as this research will show the teachers the students' interest in learning. This will also be beneficial for students as the research tries to find out the best way of learning grammar with less challenge.

Theoretically, this research can be useful to students as this research will provide the more convenient method of teaching grammar.

E. RATIONALE

Grammar has been one of the main concerns for both EFL teachers and learners. They tend to learn grammar as the basis of acquiring language. There are two kinds of method teachers could use for teaching grammar, the explicit and the implicit. Explicit learning refers to learning the vocabulary and grammar in language materials by dominant means, such as memory, grammar analysis, and so on, which is a process conscious and controlled (Ling, 2015). Also, explicit

teaching tends to focus on rules and be rule/form-based (Spada & Lightbown, 2008). In this process, learners are aware that they are learning grammar and directly exposed to the materials. In opposite, implicit teaching is a kind of unconscious behavior where the learners do not know the content they are learning in the process of learning, which cannot be built and verified (Ling, 2015) In same way, the learners do not aware that they are learning grammar. Teachers indirectly teach grammar through its application in the real world. Learners are also exposed to English through scenes, not through rules. Implicit teaching tends to focus on meaning and be meaning-based. (Spada & Lightbown, 2008).

From the explanation above, researcher tries to analyze the effectiveness of the implicit method of teaching Simple Past Tense to EFL high school students. At the research site, there will be one class involving in the research. The students of the class will learn simple past tense using the approach of implicit and being exposed to simple past tense through its application such as newspaper, diaries, storytelling, etc.

F. PREVIOUS RESEARCHES

There are several researches regarding the explicit and implicit method of teaching grammar. Nastaran Nazari of Khatam institute of Higher Education, Iran conducted the research entitled “*The effect of implicit and explicit grammar instruction on learners’ achievements in receptive and productive modes*”. The research aimed to investigate the effects of explicit and implicit language

instruction on students' ability to learn grammar and to appropriately use it in their writing. The study was conducted to 60 elementary adult learners. *Comparison Group Design* were used in the study and there was no control class in the research.

Scott's research compares the approach of teaching French language grammar using explicit approach and implicit approach. The result showed that implicit grammar teaching could be used to teach French grammar but it was not the most efficient one. Instead, Scott suggested that explicit grammar teaching is better used for teaching French grammar.

Rahman & Rashid's study aimed to investigate the approach preference of the educators in teaching English in Malaysian higher education. The research was conducted in Malaysia to five educators from several different private colleges in peninsular Malaysia. The result showed majority of the educators preferred grammar to be taught explicitly.

Ling's study aimed to compare the result between the explicit and implicit grammar teaching to university student. The result of the study showed there was no higher quality between the explicit and implicit teaching. Both are complementing each other.

Lastly Robertson, Macdonald, Starks, & Nicholas's 2018 study aimed to help in-service English as a Foreign Language teachers to embrace pedagogies that change. This study described sets activities used to encourage EFL in-service teachers to engage with multiple examples of pedagogies related to one grammatical item and to reflect on how these activities mediate and change their beliefs about grammar and grammar teaching. The study has shown the benefits of a course centered on dialogically constructed activities and how such an approach can open up ways for in-service EFL teachers to develop their understandings of grammar, grammar pedagogies and emerging teacher agency.

